



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

The book closes with a brief discussion of the value of "first-aid to the injured" talks, and of the best plan of giving instruction in sex hygiene. Leubuscher steers a middle course: he has no sympathy with those who argue that the school has no business to treat the sex problem, or with those who argue that instruction in "sexology" is likely to excite premature sex development; neither does he indorse such extreme proposals as those of Maria Lischnewska, which, he says, leave scarcely anything to be pictured or described but the human sex act itself. His idea is that the school physicians should give an explanatory talk to pupils just before they are ready to leave the school (e. g., in the *Volkschule* just before graduation from the continuation-school, or in the higher schools just after the *Abiturientenexamen*). These talks should explain the development of the sex organs, the dangers of excessive or premature sex activity, and the dangers of venereal diseases.

GUY MONTROSE WHIPPLE

CORNELL UNIVERSITY

Grundfragen der Schulorganisation. Von GEORG KERSCHENSTEINER. Zweite Auflage. Leipzig: Teubner, 1910. Pp. vii+296. Geh. M.3.60, geb. M.4.20.

Der Begriff der staatsbürgerlichen Erziehung. Von GEORG KERSCHENSTEINER. Leipzig: Teubner, 1910. Pp. vii+62. Geh. M.1.00, geb. M.1.40.

In the *School Review* for March, 1908, appeared an article entitled "A German Contribution to Education for Vocation and Citizenship." The occasion for this was the publication of the first edition of Dr. Kerschensteiner's *Grundfragen der Schulorganisation*. This work gave to the public a statement of the general scheme of education lying back of that very significant development of continuation schools in Munich which first came prominently to the notice of Americans in the article by Professor Hanus in the *School Review* for November, 1905.

This second edition has been rewritten and simplified in many of its sections, many statistics for the years 1908 and 1909 have been added, and two notable addresses included. The first of these deals with "The Problem of the Education of the People." This replaces the section entitled "The Period between School and Military Service." The second is called "The School of the Future a School of Work." This was delivered at Zurich, at the Pestalozzi Celebration in 1908.

In these addresses Dr. Kerschensteiner shows that he has begun to come under the influence of Dr. Dewey. In the second book, *The Conception of Civic Education*, this development is even more evident, and in the preface is a hearty acknowledgment of the service rendered to his system of thought by *The School and Society*, *Moral Principles in Education*, *The Educational Situation*, and *The Child and the Curriculum*.

Dr. Kerschensteiner plans to visit America this fall. His criticism of our present movements will be of especial value on account of his clear understanding of, and sympathy with, the best ideals in American schools.